

Minutes: Board of Education  
Committee on the Standards of Quality

Date: April 7, 2003

Location: Burkholder Center, Fairfax County Public Schools

Dan Timberlake, assistant superintendent for finance, presented information to the committee on the following topics:

- The number of actual positions per 1,000 students in average daily membership (ADM) for 2001-2002, by school division (includes principals and assistant principals, teachers, teacher aides, and guidance counselors and librarians);
- A comparison of the number of actual positions to the number of SOQ-funded positions for 2001-2002, at the elementary level and the secondary level;
- The estimated impact of increasing the basic funding floor from 51 instructional positions per 1,000 students in ADM to:
  - ✓ 56 positions per 1,000,
  - ✓ 60 positions per 1,000, or
  - ✓ 65 positions per 1,000;
- The estimated impact of reducing the division-wide pupil-teacher ratio in elementary grades (except K-3) from 25:1 to 24:1 (the division-wide pupil-teacher ratio in grades K-3 is currently 24:1);
- The estimated impact of funding elementary resource teachers in art, music, and physical education at six instructional positions per 1,000 students division-wide, in grades K-7;
- The estimated impact of funding reading specialists at the following levels:
  - ✓ One reading specialist in every elementary school,
  - ✓ One reading specialist in every school,
  - ✓ Two reading specialists per 1,000 elementary students,
  - ✓ Three reading specialists per 1,000 elementary students,
  - ✓ Six reading specialists per 1,000 elementary students, or
  - ✓ Nine reading specialists per 1,000 elementary students;
- The estimated impact of one full-time principal in every elementary school, regardless of size;
- The estimated impact of one full-time assistant principal per 600 students in elementary schools,

- The estimated impact of reducing the caseload standard for speech-language pathologists from 68 students to:
  - ✓ 63 students,
  - ✓ 60 students, or
  - ✓ 55 students;
- The estimated impact of funding instructional add-on positions at the following levels:
  - ✓ Five add-on positions per 1,000 students division-wide,
  - ✓ Nine add-on positions per 1,000 students division-wide, or
  - ✓ 14 add-on positions per 1,000 students division-wide.

The committee discussed the options for additional instructional positions, and expressed a preference for the option providing instructional add-on positions, rather than increasing the basic funding floor. The committee was especially interested in the option of nine add-on positions per 1,000 students division-wide. The committee also discussed the option of reducing the division-wide pupil-teacher ratio in elementary grades (except K-3) from 25:1 to 24:1.

The committee expressed interest in having a full-time principal in every elementary school, regardless of size.

The committee also discussed that the staffing requirement for assistant principals be the same at the elementary, middle, and secondary levels, and asked staff to provide information on the impact of one assistant principal for every 500 students as another option to be considered. The committee indicated that these positions would be included in the nine add-on positions per 1,000.

The committee considered several options for elementary resource teachers in art, music, and physical education. The options provided to the committee were based on ratios per 1,000 students in grades K-7. The committee asked for the impact of one period a week for art, music, and physical education for students in grades K-5. These positions would also be included in the nine add-on positions per 1,000.

The committee also considered including reading specialists in the nine add-on positions per 1,000. The committee considered stipulating that any school accredited with warning in English be required to employ a reading specialist. It was suggested that the academic review team could indicate instructional positions that school accredited with warning might need.

The committee discussed lowering the caseload standard for speech-language pathologists from 68 to 60.

Staff was asked to provide information on the impact of options for technology staffing.

Mr. Christie announced that there will be a work session at the Board of Education's next meeting to deliberate on proposed revisions to the Standards of Quality. The meeting is scheduled for April 29-May 1 in Richmond.